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ABSTRACT

Focusing generally on non-formal education for adolescents and youth, this symposium provides a paper that describes an approach to introducing family-life education to Malaysian youth, and also two abstracts: the first suggests a conceptual model for providing education and training appropriate to adolescents, and the second discusses from a national perspective youth activism through leisure, sport, and co-curricular programs. The discussion of family-life education (FLE) (by Indra Pathmanathan and Shanti Dairiam of Malaysia) points out conditions indicating a need for FLE, reports on the development of FLE within the context of private sector family planning associations (FPAs), describes the evolution of a strategy for a FLE program, and describes the process of FLE curriculum development. Also discussed are feedback from curriculum pretesting activities. Concluding remarks summarize major lessons learned by FPAs during the program development and implementation experience. The first abstract describes a presentation given by Chuda Nath Aryal. This discussion of an education appropriate to adolescents focuses on eight constituents concerning epistemology, development orientation, ecology, life habits, parenthood, skill generation, citizenship, and comparative perceptions of human culture. The second abstract describes a presentation by T. Vasudevan of Malaysia. This article on youth activism discusses, in terms of activities appropriate to different age group characteristics, a program that planners for sports, leisure, and recreation might consider. Full papers for the abstracted papers may be obtained from the editors of the conference. (RH)

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SYMPOSIUM VI B : Non-Formal Education for Adolescents and Youths

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A Conceptual Model on the Education and Training of Adolescents **

Chuda Nath Aryal

The forces of change within societies in this modern world – development and urbanisation, the population explosion, the revolution of rising expectations and the ever-expanding horizons of knowledge – have potentials to affect the personal and social perimeters of human existence. These forces and their implications on everyday life serve as an adequate rationale for contemplating on the nature and kind of education to be imparted to the younger generation on the assumption that a viable education contributes considerably in the progressive reconstruction of societies.

Modern education contains several perversions of common sense. The end of schooling does not develop individuality of persons to its full stature. The poorer countries import ideas and advice of richer donor countries for their educational development which may not meet the needs of the development of the country. Modern schools have become excessively secular, atheist and prejudicial to the common sense on morality, goodness and the spiritual.

This paper examines some premises/principles of education for modern living. Eight constituents which comply with the suggested premises/principles of education are given. The eight constituents which represent the appropriate kind of education for adolescents are suggested as:

(1) Epistemological
(2) Development orientation
(3) Ecological
(4) Life habits
(5) Parenthood

(6) Skill generation
(7) Citizenship
(8) Comparative perceptions on human cultures

For the success of any programme of social reform including any educational reform programme, the clientele for whom the programme is intended must be aware of two social variables – the power variable including participation with power, and the cognition variable (education) including the power to interpret the realities at their sources.

An Approach to Introducing Family-Life Education to Youth*

Indra Pathmanathan and Shanti Dairiam

INTRODUCTION

Family Life Education (FLE) has been defined and described in various ways. One attractive and comprehensive approach shows FLE as catering to individual needs leading to personal growth and enabling the individual to function as a responsible member of the family and society.[1] This includes the ability to cope with physical and emotional changes associated with growing up, establishing and maintaining satisfying relationships with family, friends and society at large, developing values and skills for successful marriage and child rearing, and playing positive roles within the family, community and society in the face of changing social conditions.

In Malaysia, an unprecedented rate of socio-economic change over the past two decades has created conditions where there is a great need for programmes that can contribute effectively towards the goals of FLE. The proportion of youth population (15–24 years) is high (21%) and has increased during the last decade (see Table 1).

There is a rapid rural-urban drift with 35% of the population living in urban areas in 1980 as compared to only 28.8% in 1970.[2] This has been associated with an increasing number of women in the labour force.[3] The social effects of these changes are becoming visible in many ways. The

*This paper is based on the Family Life Education/Responsible Living Project of the Federation of Family Planning Associations, Malaysia, funded by UNFPA. The Curriculum Development Group consisted of Indra Pathmanathan (chairman), Chiam Heng Keng, T. Chelliah, Mary Tay and G. M. Paranjothy.

Table 1
Age Distribution of Population Below 25 Years

Year	0 – 4 years		5 – 14 years		14 – 24 years	
	N (in '000)	%	N (in '000)	%	N (in '000)	%
1970	1651.5	16	3033.1	29	2004.9	19
1980	1779.6	14	3416.3	26	2758.6	21

Source. Malaysia, Department of Statistics, *Population and housing census of Malaysia*, v. 1, 1980.

Juvenile Courts are dealing with an increasing number and type of cases.[4] Drug abuse is recognised as a major national problem. Studies on drug dependents volunteering for treatment and of drug abuse among school children in Malaysia show that the largest group of addicts is in the 21–25 years age group[5] and the most vulnerable age for initation into drug abuse is 16 – 20 years.[6] The spectacle of large numbers of youth loitering along the corridors of supermarkets idling their time away is common in every Malaysian town and has been described as 'Malaysia's example of a counter-culture in the marking'.[7]

In this social environment, the task of introducing FLE effectively into the community assumes major importance. Since the nature of FLE is such that it involves the development of the individual, any successful approach requires a programme that will have continuing contact with the individual over a period of many months or perhaps years. Furthermore, in order to have an impact on the community, it should be able to reach a sizeable proportion of the eligible youth population. In Malaysia, it is estimated that about 73% of the school-age population i.e. 6–18 years, will be enrolled in Government schools in 1985.[8] Therefore a school-based programme has the potential of reaching an appreciable proportion of the youth. However, the Malaysian school curriculum is greatly orientated towards academic excellence. Although some components of what may be regarded as an FLE curriculum are already part of the school curriculum, these topics share the characteristic of the rest of the school curriculum, that of having a heavy bias towards cognitive objectives and their contribution towards the individual's emotional and social development are not emphasised. Therefore, it is appropriate to consider extra-curricular strategies for educating school going youngsters. Voluntary youth organisations provide an obvious channel for such a strategy.

FAMILY PLANNING ASSOCIATIONS AND FLE

In Malaysia, Family Planning Associations (FPAs) which are voluntary organisations played a pioneering role in introducing the concept of planned parenthood and mobilising community pressures for the evolution of a national, Government sponsored family planning programmes. When a National Family Planning Board was created in the late 1960s, the voluntary FPAs revised their role to complement that of the public sector Board. The FPAs, realising that family planning objectives could not be achieved through a purely contraceptive approach, turned their attention to other issues such as the status of women and strengthening of the family unit. This led to an interest in FLE activities. Some of the approaches that were attempted were the establishment of Family Centres catering for joint family activities, activities aimed at women, and an educational programme for youth.

EVOLUTION OF A STRATEGY FOR AN FLE PROGRAMME

The concept of a programme for youth evolved in slow stages. The FPA, recognising that it had a limited capacity and resources to educate large numbers of youth on a continuing basis, conceived a strategy where it would play the role of a catalyst and co-ordinator to enlist a number of existing voluntary youth organisations to participate in a co-ordinated effort in introducing FLE into their own regular activities.

In 1973, the FPA carried out a survey of 32 voluntary organisation to assess their potential interest in and capacity for participating in an FLE programme. This survey[9] helped to identify youth organisations that had:

(1) a large membership and maintained continuity of membership and
(2) goals that would be consonant with preparing youth for family life and responsible parenthood and with an infrastructure that could support an FLE programme.

This was followed by a series of three workshops for voluntary organisations aimed at getting these organisations to identify basic needs for FLE, generate project ideas, objectives and implementation tactics, and identify potential resources.

These preliminary steps served as a basis for:

(1) identifying six youth organisations of which three had continuing contact with youth for a period of 2–3 years and a total membership of 150,000 while the other three had only sporadic short-term contact with youth but were very enthusiastic about FLE.
(2) identifying a need for developing an FLE curriculum suited to the Malaysian socio-cultural context that could be used by these youth organisations in which the majority of trainers were school teachers

who participated in youth organisations as an extra-curricular activity.

CURRICULUM DEVELOPMENT PROCESS

The curriculum development process involved a complex series of interactions between the youth organisations who were to serve as vehicles for the FLE programme and a team of academicians recruited in 1981 by the FPA to serve on a voluntary basis as a curriculum development group. The FPA provided the supportive infrastructure to co-ordinate the work of the curriculum development group with the needs of the youth organisations and to acquire and channel the funding required for the project.

The Curriculum Development Group (CDG) reviewed the available data on youth problems and attitudes in Malaysia and identified a number of topics for inclusion in the FLE curriculum. The selected youth organisations reviewed these topics and submitted comments and requests. This formed the basis for developing a curriculum composed of five units (see Table 2), each of which could be used independently or in a linked fashion. This permits flexibility in fitting into the existing programme activities of the youth organisations.

Table 2
Curriculum Content

Unit	Topics
I	Physical and Emotional Growth of the Adolescent
	Physical growth and changes.
	Development towards emotional maturity.
	Factors associated with stress.
II	Health for Youth I
	Physiology of reproduction.
	Healthful living: nutrition and recreation.
III	Health for Youth II
	Smoking
	Drug abuse
	Alcoholism
	Sexually transmitted diseases.
IV	Value Development
	Beliefs and values.
	Philosophy of life.
	Moral code of ethics.
	Personal independence and social responsibility.
	Sexual exploitation in society.
V	Family Development
	Friendship
	The family
	Marriage
	Family economics.

For each topic, the CDG developed educational objectives, content, suggested learning activities, a set of background reading materials to help prepare trainers and audio-visual materials (films, transparencies, pamphlets for students, outlines for classroom exercises) for use during the sessions (see Table 3).

Table 3
An Extract from the Initial Curriculum Health for Youth II: Smoking

Teaching Objectives	Basic Content	Learning Activities	No. of Hours
To understand the hazards of smoking	The smoking habit Who are cigarette smokers Why do people smoke Effect on health Harmful constituents Financial cost Consumer rights How to stop smoking Prevention of smoking	Film: 'Smoking: its your choice'. Discussion session Suggested questions: (1) Why do people smoke? (2) Is smoking an addiction etc.? Assignment on financial cost of smoking. Evaluation: multiple choice questions.	1½ hours

A strategy for introducing this curriculum was evolved whereby the FPA in each state in Malaysia would recruit a group of volunteers with skills in FLE and these resource groups, after an initial orientation to the curriculum by the CDG, would train the youth organisation trainers in their respective geographic regions.

FEEDBACK FROM PRE-TESTING THE CURRICULUM

The pre-test of the curriculum in 1982 was designed to provide feedback on:

(1) the curriculum content and methodology in terms of relevance and interest to participants and suitability of level of approach in terms of the competencies of youth trainers and target youth groups.

(2) the feasibility of strategy for the implementation of the curriculum using the Stage Family Planning Associations as resource centres to train youth trainers and provide back-up in terms of specialised manpower, reading materials and teaching equipment.

Three of the six participating youth organisations pretested the curriculum on their youth members. A total of 163 youth in five groups aged 15–24 years, some urban and others rural, participated in the pre-test. Feedback was obtained on the perceptions of the youth as well as the youth trainers regarding curriculum content and methodology. The main results of the pre-test were:

(1) All the topics that were pretested were found to be relevant and the methodology was judged to be very interesting.
(2) Some topics were excluded from the pretest by some trainers either because they decided that the topic was not relevant or because they did not feel comfortable with the content or methodology.
(3) The level of approach in many topics was deemed to be 'too academic', and there was strong feedback that many youth trainers were unfamiliar with training situation that did not require them to 'lecture'. There were requests for guidelines on 'how to conduct to group discussion' and 'role play'.
(4) In certain schools and other centres where the FLE curriculum was pretested, electricity, film projectors etc. were not available. Hence requests were made for alternative methodology to be developed to substitute for sessions requiring the use of films and other audio visual materials.

Four State Family Planning Associations (SFPAs) were selected to participate in the pretest stage because they appeared to be able to recruit a relatively strong team of resource persons to serve as project trainers in their respective states. It was evident from the feedback from the pretesting conducted by these SFPAs that:

(1) Since all 'resource persons' were voluntary workers with their respective FPAs their participation in the project had a rather 'free-wheeling' style. None of the teams of resource persons were able to implement the curriculum on their own. Each team resorted to inviting a variety of 'lecturers' who were considered 'experts' in their respective areas, and these 'experts' tended to deal with each topic according to their own perceptions rather than to pretest the curriculum that had been developed.
(2) Feedback from participants at the pretesting sessions conducted by the SFPAs indicated that almost 50% found the level of approach to be 'too difficult'.

As a result of this pretesting exercise, both the curriculum and the implementation strategy were modified. Recognising that the major constrain was the scarcity of trainers with competencies in dealing with a curriculum that required student-centred learning activities as well as a wide-spread unfamiliarity with the content of an FLE programme, a manual based on the curriculum was developed during 1983. This manual

spelt out the content and methodology in detail for each topic in the curriculum (Table 4).

For each topic, there is a section describing in detail the activity involved during the student contact period (Table 4a). In addition there are 'worksheets' (classroom exercises, guidelines for small group discussions, suggested techniques to initiate classroom discussion on particular topics, detailed instructions for role play session etc. (Table 4b), lesson notes (Table 4c) for trainers to prepare themselves before a session and audio-visual materials (transparencies, pamphlets etc.).

Table 4
An Extract from Revised Curriculum
Health for Youth II: Smoking

(a) Activity

Purpose:
(1) Understand the physiological effects of cigarette smoking on the cardiovascular, respiratory and nervous systems.
(2) Recognise the ill health and diseases that smokers risk in suffering.
(3) Recognise why people smoke and consider the validity of the motivation behind smoking.

Time Required: 1½ hours.

Materials:
(1) Film: 'Smoking: its your choice'.
(2) 16 mm. projector and screen.
(3) OHP and screen.
(4) Transparencies: (provided with the manual)
- Athletic performance and smoking
- Death rates of smokers versus non-smokers
- Smoking and disability

(5) Worksheet – 3.1.1w
(6) Handouts for students
- To smoke or not to smoke
- Cigarette smoking. The fact about your lungs

(7) Lesson notes on smoking.

Procedure:
(1) Introduce the topic to participants.
(2) Distribute worksheet 3.1.1w. Instruct participants to read it before the film starts and fill in as many answers as they can.
(3) Show the film and instruct participants to look out for facts as they watch the film and alter or add to their answers on the worksheet.

(b) Extract from Worksheet 3.1.1.w.

(1) How much do you know about cigarette smoking?
(2) How much more can you find out from the film you are going to see?
(3) What reasons do smokers give for smoking?
(4) In your personal opinion, is each reason justified?

(c) Extract from Lesson Notes

(1) Cigarette smoking in society
Cigarette smoking is a habit that has gained popularity only in recent times etc.
(2) Who are cigarette smokers in a community? Smoking is particularly popular among younger age groups (below 30 years) and lower income groups.
(3) Why do people smoke? Many studies have shown that teenage smokers cite the following reasons for starting to smoke: to conform to expectations and pressures from their friends who smoke.

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This Manual is envisaged to be an aid to the inexperienced and insecure youth trainer faced with the unfamiliar task of implementing an FLE programme. As trainers become more familiar with the content and methodology, they are encouraged to use the Manual as reference source rather than an authoritative 'guide'.

It was recognised that the SFPAs dependence on volunteers for resources would be inadequate for the task of preparing youth trainers from the various youth organisations. Hence the training mechanism already existing within the larger youth organisations (e.g. Scouts, Guides, St. John's) was identified as the suitable channel for introducing FLE to the youth trainers. Furthermore, this strategy would facilitate the integration of the FLE curriculum into the existing activities of each youth organisation. Therefore, a revised strategy was designed whereby the CDG augmented by a few handpicked resource persons would introduce the Curriculum and the Manual to the existing organisation trainers within the voluntary organisations who, in turn, would prepare their own youth trainers (Table 5). The new curriculum, manual and strategy were re-tested in early 1984 and appear to have much greater acceptability.

Table 5
Training Resources Within Selected Youth Organisations

Organisation	Youth Organisation Trainers	Youth Trainers
Guides	20	200
Scouts	30	200
St. John's Ambulance	3	50
Ministry of Youth	4	200
YMCA	5	50

DISCUSSION

Curriculum development and planning of strategies for implementation of educational programmes in developing countries are usually the functions of agencies in the public sector. These agencies have access to resources and infrastructure that are funded and maintained by the government. The Malaysian FPA's effort in developing an FLE curriculum is a pioneering experience in using private sector infrastructure and volunteer resources together with limited funding from an international agency. This experience has demonstrated the potential in the voluntary private sector for educational developmental activities that supplement the public sector efforts. It has also identified the constraints that need to be recognised and the types of approaches that auger for success.

In summary, the major lessons that have emerged from the Malaysian FPA experience are:

(1) Projects of the nature in the private voluntary sector require a long gestation period from the time the idea is conceived until it becomes a reality – this project has been eleven years in the making. Since voluntary agencies often have a rapid turnover of volunteer staff, one of the greatest problems is sustaining interest and motivation for the project. This must necessarily be the role of full-time paid officers of the voluntary organisation.

(2) An effective FLE programme for a developing country needs to consider demographic and social characteristics such as high proportions of youth in the population, scarcity of manpower with skills in implementing non-didactic FLE programmes, and lack of social organisations that reach large numbers of youth on a continuing basis. Identification of existing social organisations that reach large numbers of youth and maintain contact with individuals for a sufficiently long period to serve as a vehicles for a FLE programme is essential. The FLE curriculum has then to be developed taking into cognizance not only the educational and social needs for youth but also the strengths and limitations of the trainers in the youth organisations and the conditions under which they work with youth. A curriculum that requires the youth trainers to do much reading and self study to prepare themselves is not likely to find acceptance with trainers. Also, they need to be supported while they develop skills in non-didactic teaching situations. This support must be in an 'easy to read and understand' form.

(3) An innovative FLE curriculum can be threatening to potential trainers who do not feel confident to implement it. An immediate reaction appears to be to categorise the curriculum or parts of it as 'unsuitable' or 'insensitive'. The provision of audio-visual aids and simple lesson notes appears to increase the confidence of trainers and to make the new topics more acceptable.

(4) Early as well as continuing involvement of policy makers and key personnel from the organisations that have been identified to serve as vehicles for the FLE programme is essential. If the potential implementing agencies are voluntary organisations as in this project, many problems arise due to weaknesses in internal communication mechanisms within the organisations. The successful evolution of the project from one stage to the next depends to a great extent on the ability of the co-ordinaters to build in 'fail safe' mechanisms to ensure adequate communication.

1 World Confederation of Organizations of the Teaching Profession and International Planned Parenthood Federation, *Introducing family life education: a guide for teachers organisations*, December, 1978.
2. Malaysia, *Fourth Malaysia Plan 1981–1985*, Kuala Lumpur, National Printing Department, 1981, p. 78.
3. Malaysia, Ministry of Finance, *Economic Report 1982/1983*, v. 2, Kuala Lumpur, National Printing Department, 1981, p. 159.
4. T. Chelliah, 'Social change and family life education', presented at the National Conference on Adolescents, Malaysia, 2–5 August 1982, p. 72.
5. V. Navaratnam and P. Spencer, 'Medical social study of drug dependents volunteering for treatment at General Hospital', University Science Malaysia, National Drug Research Centre, 1976.
6. *Ibid.*, Table 4.
7. *Ibid.*
8. *Ibid.*, p. 228.
9. Federation of Family Planning Associations, Malaysia, *Survey on voluntary organisations*, Kuala Lumpur, 1973.

Youth Activism Through Leisure, Sport and Co-Curricular Programmes from a National Perspective **

T. Vasudevan

Today, youths are one of the major preoccupation of many international agencies and most national governments and non-governmental organisations. The definitions and roles ascribed to youth are many and varied, and thus should be relevant to the personality needs and aspirations of the individual. It is interesting to observe that most countries seem to be highly concerned for the general welfare of their youths though they may have pressing problems pertaining to political and economic pressures. Often, the national leaders have strived to respect the individual and uphold the principles of equality and justice.

Youths are most open to new ideas and challenges. It is therefore essential that all the available resources must be utilised to develop them into personalities who will be assets to the nation. It is here that the educational system through a systematic sports science, physical education, leisure, recreation and stimulating co-curricular programmes can make a very positive contribution to the nation.

Various means by which physical education can be taught to youths are described in the paper. These include the school, different types of recreation, co-curricular activities, clubs and societies, and laboratory sessions. The benefits of such programmes for recreation and leisure are enumerated. The physical education programmes must be tailored to the socio-cultural background and personality need dimensions of youths.

The paper suggests and discusses a programme that planners for sports, leisure, recreation activities should consider in terms of the characteristics of each age group of youths and the type of activities which would be suitable for the specific characteristic group.

Recommendations for an effective and meaningful recreational and sports programmes for Malaysian schools and college where a large population of youth are involved contain three main points which are discussed below.

Firstly, the breadth and depth of the subject demands a high level of specialist teaching in many of the practical and theoretical areas. Without this, courses will lack validity, integrity, interest and quality. In the realm of practical work, for example, games, gymnastics, swimming and dance and recreation management require the services of lecturers and instructors with highly individual specialisations. The same applies to theoretical studies which require specialists in a number of sciences and in mechanics, psychology, sociology and philosophy.

Secondly, the subject also demands extensive and appropriate equipment and facilities. The unappealing prospect of poor facilities and programmes discourages teachers and instructors from conducting proper lessons. It is encouraging that Education State Departments have begun to appoint co-ordinators with the direct responsibility for developing the school sports physical education and co-curricular activities.

Thirdly, there are strong grounds for requesting compulsory sports and recreational classes in the school curriculum. Although the subject is compulsory, administrators occassionally tend to cancel these class activities on the slighest pretext. As a result of the above, pupils and parents seem to demonstrate little regard for sports and leisure activities. To remedy the situation, administrators ought to demonstrate greater motivation, encouragement and commitment for the sports and recreational programmes in their respective schools and community centres.